



QuaverEd English TPG New Content

Domain II • Language and Communication

Breakout: C1b – Child's speech is understood by the other adults in the school.

Citation Type: Activity

T1.1.1-08.01 My New Class, Monday, Lunch Time: Lunch

Old Content

Lesson Guide

Circle Time 2 15 mins

Lunch Time 30 mins

Lunch:

- Lunch is a valuable opportunity to informally learn about the interests, backgrounds, and goals of children through conversation. It is a prime opportunity to prompt conversations among classmates while you listen, observe, record, and capture the language and learning of children. *II.A.1, II.A.3, II.B.1, II.B.2, II.B.4, II.C.1.*

Transition:

- Clean up lunch and prepare for Read Aloud. Remind children of class procedures. Child practices good habits of personal health and hygiene. *I.B.1.a, IXC.2.*
- If desired, access the Transitions Playlist from the opening section of the lesson and listen to songs such as Cleanup Time, Wash Our Hands, and Story Time.

Outcome Definitions **Differentiation**

Activity	Duration
Read Aloud 2	15 mins
Rest Time	
Movement	15 mins
Circle Time 3	15 mins
Center Time 2	30 mins
Outdoor Time 2	25 mins
Reflection	10 mins

New Content

Lesson Guide

Circle Time 2 15 mins

Lunch Time 30 mins

Lunch:

- Lunch is a valuable opportunity to informally learn about the interests, backgrounds, and goals of children through conversation. Ask children about things they saw, did, said, or heard during the morning activities, and allow for several children to respond. It is a prime opportunity for children to participate in conversations among classmates, teachers, and other adults in the school, such as school staff, cafeteria helpers, parent volunteers, and so on. Listen, observe, record, and capture the language and learning of children. *II.A.1, II.A.3, II.B.1, II.B.2, II.B.4, II.C.1.*

Transition:

- Clean up lunch and prepare for Read Aloud. Remind children of class procedures. Child practices good habits of personal health and hygiene. *I.B.1.a, IXC.2.*
- If desired, access the Transitions Playlist from the opening section of the lesson and listen to songs such as Cleanup Time, Wash Our Hands, and Story Time.

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QuaverEd English TPG New Content



T2.1.1-08.01 Schools and Neighborhoods, Monday, Lunch Time: Places to Eat

Old Content

Quaver Pre-K Curriculum **EXIT**

◀2. Communities / 1. Schools and Nei... / Monday Lesson Guide Menu Help

📖	Read Aloud 1	15 mins
☀️	Outdoor Time 1	20 mins
🎨	Circle Time 2	15 mins
🍽️	Lunch Time	30 mins

Places to Eat:

- Ask children to talk about different places that they eat, in the school building, at home, and out in the community.
- "Are there any places where food is not allowed?" Listen, observe, and assess what each child says during lunch. *II.A.1, II.B.2, II.B.3, II.C.1.*

Transition:

- Clean up lunch, and prepare for Read Aloud 2. Remind children of class procedures. *I.B.1.a, I.C.2.*
- If desired, access the Transitions Playlist from the Opening section of the lesson and listen to songs such as Cleanup Time, Wash Our Hands, and Story Time.

Outcome Definitions

📖	Read Aloud 2	15 mins
🛌	Rest Time	
🏃	Movement	15 mins
🎨	Circle Time 3	15 mins
🎨	Center Time 2	30 mins
☀️	Outdoor Time 2	25 mins
🧘	Reflection	10 mins

New Content

Quaver Pre-K Curriculum **EXIT**

◀2. Communities / 1. Schools and Nei... / Monday Lesson Guide Menu Help

☀️	Outdoor Time 1	20 mins
🎨	Circle Time 2	15 mins
🍽️	Lunch Time	30 mins

Places to Eat:

- Prompt the children to have conversations with classmates, teachers, and other adults in the school (such as school staff, cafeteria helpers, parent volunteers, and so on) about different places that they eat in the school building, at home, and out in the community. *II.C.1.*
- "Are there any places where food is not allowed?" Listen, observe, and assess what each child says during lunch. *II.A.1, II.B.2, II.B.3.*

Transition:

- Clean up lunch, and prepare for Read Aloud 2. Remind children of class procedures. *I.B.1.a, I.C.2.*
- If desired, access the Transitions Playlist from the Opening section of the lesson and listen to songs such as Cleanup Time, Wash Our Hands, and Story Time.

Outcome Definitions

📖	Read Aloud 2	15 mins
🛌	Rest Time	
🏃	Movement	15 mins
🎨	Circle Time 3	15 mins
🎨	Center Time 2	30 mins
☀️	Outdoor Time 2	25 mins
🧘	Reflection	10 mins

QuaverEd English TPG New Content



T2.1.5-12.01 Schools and Neighborhoods, Friday, Circle Time 3: Project Sharing

Old Content

EXIT

2. Communities / 1. Schools and Nei... / Friday
Lesson Guide
Menu ? Help

Movement 15 mins
 Circle Time 3 15 mins

Project Sharing:

- Ask children to share their classroom maps (by volunteer), and describe them in detail (prompt them to use location words). *II.D.1.*
- Ask children to tell their classmates what they like about their maps.
- If any children finished early with their art projects, ask children to share what they did.
- Ask them what they like about their work. Listen, observe, and assess what each child says. *IA.2., IC.1., II.B.1., II.B.2., II.B.3., II.B.4., II.B.5., II.B.6., II.C.1., II.C.3., II.D.1., II.D.2., II.D.5., II.D.6., VC.3.*

Introduce Center Activities:

- Show the class an example of a finished art project. Use the Art Project Video - Newspaper Watercolor Houses, if desired. *See Supporting Resources*
- Tell them that they will be coming to a small group to finish their art today.

Supporting Resources:

- Newspaper Watercolor Houses (Art Project)
 - Select the video to play and watch, in preparation to complete the art project.

Outcome Definitions

Center Time 2 30 mins
 Outdoor Time 2 25 mins
 Reflection 10 mins

New Content

EXIT

2. Communities / 1. Schools and Nei... / Friday
Lesson Guide
Menu ? Help

Movement 15 mins
 Circle Time 3 15 mins

Project Sharing:

- Ask children to share their classroom maps (by volunteer), and describe them in detail (prompt them to use location words). *II.D.1.*
- Invite parents and other adults in the school to be in the audience. Prompt the children to have conversations with classmates, teachers, and adult classroom guests about what they like about their maps. *II.C.1.*
- If any children finished early with their art projects, ask children to share what they did.
- Ask them what they like about their work. Listen, observe, and assess what each child says. *IA.2., IC.1., II.B.1., II.B.2., II.B.3., II.B.4., II.B.5., II.B.6., II.C.3., II.D.1., II.D.2., II.D.5., II.D.6., VC.3.*

Introduce Center Activities:

- Show the class an example of a finished art project. Use the Art Project Video - Newspaper Watercolor Houses, if desired. *See Supporting Resources*
- Tell them that they will be coming to a small group to finish their art today.

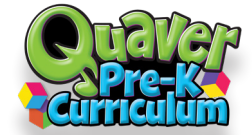
Supporting Resources:

- Newspaper Watercolor Houses (Art Project)
 - Select the video to play and watch, in preparation to complete the art project.

Outcome Definitions

Center Time 2 30 mins
 Outdoor Time 2 25 mins
 Reflection 10 mins

QuaverEd English TPG New Content





Breakout: D6c – Child begins to develop vocabulary of common phrases in English.

Citation Type: Narrative

T2.1.2-15.01 Schools and Neighborhoods, Tuesday, Reflection: Review


Old Content

EXIT

←2. Communities / 1. Schools and Nei... / TuesdayLesson GuideMenuHelp

Review:

- Photo Album (Schools and Neighborhoods)
 - Browse photos and lead conversations about what we learned today.
 - Each photo album has 20 themed photos in groups of 4. Select a photo to enlarge it. Select again to return to a group of 4.
 - Using photos as reference, ask children what their favorite parts of the school tour were.
 - Encourage them to use location words and to describe the roles and responsibilities of the people in the school. Also ask them to name specific objects found in each place. Monitor how children listen during the activity. *II.D.5, II.D.6, V.C.3, VII.B.3.*
 - Photo of school building
 - Photo of school hallway
 - Photo of playground
 - Photo of library
 - Photo of school office with secretary/bookkeeper
 - Photo of school nurse in clinic
 - Photo of custodian (in or in front of restroom or hallway)
 - Photo of cafeteria worker




Look Forward to Tomorrow:

- Show the children a map and talk about what it is.



Song - Our Time Is Done:

- Listen to Our Time Is Done. Watch the animation, then sing together. *II.B.1, VIII.B.1, VIII.B.2.*
- Have children say goodbye to each other. Child shows understanding of the language being spoken by peers, and the new language being spoken by English-speaking peers. *II.A.1, II.A.3, II.B.2, II.B.4, II.B.5, II.C.1.*
- Screen Tips: Select Mixer to mute and unmute voices or tracks. Use Master Volume, Play, Pause, Rewind, Highlight, and Loop buttons as desired.



Supporting Resources:


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←2. Communities / 1. Schools and Nei... / TuesdayLesson GuideMenuHelp

Review:

- Photo Album (Schools and Neighborhoods)
 - Browse photos and lead conversations about what we learned today.
 - Each photo album has 20 themed photos in groups of 4. Select a photo to enlarge it. Select again to return to a group of 4.
 - Using photos as reference, ask children what their favorite parts of the school tour were.
 - Photo of school building
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 - Photo of playground
 - Photo of library
 - Photo of school office with secretary/bookkeeper
 - Photo of school nurse in clinic
 - Photo of custodian (in or in front of restroom or hallway)
 - Photo of cafeteria worker
 - Encourage them to use location words and to describe the roles and responsibilities of the people in the school. Also ask them to name specific objects found in each place. Model specific sentence stems children may use while sharing their thoughts. Examples below. Monitor how children listen during the activity. *II.D.5, II.D.6, V.C.3, II.D.6, VII.B.3.*
 - "I see a..."
 - "That looks like..."
 - "This picture reminds me of..."
 - "That sign tells us..."
 - "We can be safe by..."




Look Forward to Tomorrow:

- Show the children a map and talk about what it is.



Song - Our Time Is Done:

- Listen to Our Time Is Done. Watch the animation, then sing together. *II.B.1, VIII.B.1, VIII.B.2.*
- Have children say goodbye to each other. Child shows understanding of the language being spoken by peers, and the new language being spoken by English-speaking peers. *II.A.1, II.A.3, II.B.2, II.B.4, II.B.5, II.C.1.*



T4.4.1-02.01 Being Safe, Monday, Circle Time 1: Morning Message


Old Content



EXIT

◀4. Healthy Me / 4. Being Safe / Monday
Lesson Guide
Menu ? Help

Morning Message:

- Introduce the Morning Message: "Today we will learn how signs and rules help keep us safe."
- The teacher should model concepts about print and "think out loud" while writing in front of the children. Top left starting place, moving left to right, leaving a space between words, return sweep, top to bottom, punctuation mark, point out punctuation marks. *IV.C.4, IV.C.5.*
- Direct children's attention to the displayed photos of safety signs in Photo Album (Being Safe). *II.D.2, II.D.5, II.D.6.*
- Monitor and assess children's listening skills during the morning message. *II.D.2, II.D.5, II.D.6.*
- Have volunteers share out what different signs they recognize. *II.D.6.*




Daily Schedule - Morning Activities:

- Share with children the sequence of morning activities, making connections to daily class routines. *VII.A.3. See Supporting Resources*
- Tell children this morning we will learn a new letter, the letter J. We will also be learning about how rules keep us safe. And guess what, Perry the Sheep is going to be with us all week!


Calendar:

- Name the day of the week, month, date, and year.
- In the Day View, Discuss the weather and choose a picture to represent the weather. *IV.C.3.*
- Tell children today we are going to take a vote. Select the Activities and ask children to vote. Ask how many like playing at school versus how many like playing at home. Once you take the vote, select the image, either the school or the house. Tell them we will be doing a new vote every day. *VIII.D.3.*
- In the month view, discuss yesterday, today, and tomorrow. State that today is Monday, and yesterday was Sunday, which is part of the weekend. *VI.D.4.*





Writing Time - Letter J:

- Introduce the letter J to children through having words written on the board, juice, jug, join, jog, jar, juggle, joy, joyful, jet, jacket, jelly, jellyfish, jumping, and June.
- Ask what all the words have in common. Encourage children to recognize that jug and juggle have the same first 3 letters,




New Content



EXIT

◀4. Healthy Me / 4. Being Safe / Monday
Lesson Guide
Menu ? Help

Morning Message:

- Introduce the Morning Message: "Today we will learn how signs and rules help keep us safe."
- The teacher should model concepts about print and "think out loud" while writing in front of the children. Top left starting place, moving left to right, leaving a space between words, return sweep, top to bottom, punctuation mark, point out punctuation marks. *IV.C.4, IV.C.5.*
- Direct children's attention to the displayed photos of safety signs in Photo Album (Being Safe). *II.D.2, II.D.5, II.D.6.*
- Monitor and assess children's listening skills during the morning message. *II.D.2, II.D.5, II.D.6.*
- Have volunteers share out what different signs they recognize. Model specific sentence stems children may use while sharing their thoughts. *II.D.6.*
 - "I see a..."
 - "That looks like..."
 - "This picture reminds me of..."
 - "That sign tells us..."
 - "We can be safe by..."



Daily Schedule - Morning Activities:

- Share with children the sequence of morning activities, making connections to daily class routines. *VII.A.3. See Supporting Resources*
- Tell children this morning we will learn a new letter, the letter J. We will also be learning about how rules keep us safe. And guess what, Perry the Sheep is going to be with us all week!

Calendar:

- Name the day of the week, month, date, and year.
- In the Day View, Discuss the weather and choose a picture to represent the weather. *IV.C.3.*
- Tell children today we are going to take a vote. Select the Activities and ask children to vote. Ask how many like playing at school versus how many like playing at home. Once you take the vote, select the image, either the school or the house. Tell them we will be doing a new vote every day. *VIII.D.3.*
- In the month view, discuss yesterday, today, and tomorrow. State that today is Monday, and yesterday was Sunday, which is part of the weekend. *VI.D.4.*

